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Thesis

A FOLLOW-UP STUDY OF THE STUDENTS OF THE
X SECRETARIAL SCHOOL

Submitted by

M. Jacqueline Camera

(B. S. in Com. Ed. Boston University, 1944)

In partial fulfillment of requirements for
the degree of Master of Education

1947

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ACKNOWLEDGEMENT

To Dr. John L. Rowe, of the School
of Education, Boston University, for
his untiring effort in the guidance
of this thesis, my sincere gratitude
is expressed.

APPENDIX

Dr. John I. Rose, of the School
of Education, Boston University, for
his untiring efforts in the guidance
of this thesis, my sincere gratitude
is expressed.

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CHAPTER I

STATEMENT OF THE PROBLEM

The problem of this thesis was to make a follow-up study of the students of the X Secretarial School. This thesis is based upon an actual follow-up study of the students of a private secretarial school located just outside of Boston, Massachusetts. It was considered best to refer to the institution as the X Secretarial School throughout this study.

Since business is constantly demanding better prepared workers, this study has for its purpose two definite objectives:

1. To determine to what extent the training received at the X Secretarial School has aided the students in their employment since leaving the school.
2. To suggest a revised secretarial course of study based upon the findings of this survey, if it seems advisable, to meet the demands of the business man.

The subordinate problems which arise in the search for the answer to the major questions are as follows:

1. What type of occupation is the majority of students engaged in at the present time?
2. From what source do the students receive their positions after leaving the school?
3. How much time lapses between leaving the school and initial employment?

STATEMENT OF THE WITNESS

The location of the clinic was in a building
at the rear of the hospital grounds. This
building was used as a general follow-up ward of the
hospital and was under the general supervision of the
chief of hospital, who was also the chief of the
hospital. It was located near
the rear of the hospital grounds. It was located near
the rear of the hospital grounds.

There were no other persons in the building
except the nurse, who was the only person in the
building. This was the only person in the building
except the nurse, who was the only person in the building.

1. The following is a list of the persons who
were in the building at the time of the
incident. The names of the persons are listed
in the order in which they were seen.
2. The following is a list of the persons who
were in the building at the time of the
incident. The names of the persons are listed
in the order in which they were seen.

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were in the building at the time of the
incident. The names of the persons are listed
in the order in which they were seen.
3. The following is a list of the persons who
were in the building at the time of the
incident. The names of the persons are listed
in the order in which they were seen.

4. What percentage of time is spent in taking dictation, typewriting, and transcribing?
5. What is the average rate and length of the dictation period?
6. What percentage of time is spent in book-keeping, filing, and office machine work; and what specific duties are performed in these skills?
7. What duties are performed by others in the office that could be performed by these students if they had received instruction in this line?

DELIMITATION OF THE PROBLEM

This study was limited to full-time day school students of the X Secretarial School who studied shorthand and typewriting for a period of at least eight weeks. It did not include any night school students or any day school students who attended for a period of less than eight weeks. Since this school was started only three years ago, it was possible to include all the students who fell into this category of the past three years.

DEFINITION OF TERMS

To clarify the terms used in the preceding statements I shall define them as they are used in this study.¹

¹

All terms defined in this study are based on definitions found in the Dictionary of Education and Webster's Collegiate Dictionary, fifth edition.

Follow-Up: A follow-up is a plan whereby the status of the students is investigated in order to assist in further adjustment.

Student: A student is one who attends an educational institution of secondary level. It refers to a person engaged in serious study with a specific purpose to achieve a definite goal. In this study the term includes all those who studied shorthand and typewriting at day school for a period of eight weeks or more full-time. Since the school in question assumes that the student has completed his academic training and lacks only the skills that can be put to immediate use in business or in the professional fields and is designed to be practical and to meet business standards with the greatest ease and in the minimum time, by using the term student rather than graduate, many students could be included who could not have been otherwise. The term graduate usually implies the receiving of a diploma or degree--at least some type of formal recognition.

Most of the students in this school concentrate their efforts on shorthand and typing and but few, comparatively speaking, (at least up to the present time) undertake a complete secretarial course, which would include such subjects as English, office machines, bookkeeping, and other studies related to the field of business.

Editor: A letter is a plain letter, and is written

of the students is investigated in order to assist in

improving the situation.

Editor: A letter is a plain letter, and is written

in order to assist in improving the situation.

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in order to assist in improving the situation.

Editor: A letter is a plain letter, and is written

Secretarial: This term refers to that type of school on the post high school level that offers instruction in the duties performed by secretaries. Such training specifically prepares students for stenographic, typewriting, and clerical office practice positions, although in general it applies to all types of business. A business college, as it is sometimes called, is a privately operated educational institution offering courses varying in length from a few months to a four-year period in preparation for technical business occupations.

Business: This term refers to a commercial or industrial enterprise.

Employment: This term includes an occupation, profession, or trade that engages or occupies time or attention.

Business Man: This term relates to a man who transacts a serious occupation, trade, or profession which requires energy, time, and thought. In this thesis this term is used synonymously with employer.

Occupation: An occupation is an economic activity that is the lifework of an individual.

Initial Employment: Initial employment is the state of being employed immediately after finishing school.

Dictation: Dictation is the act of reading words, phrases, sentences, or paragraphs to the pupil for the purpose of providing him with practice in writing.

Transcribing: This term refers to the act or process of reproducing in longhand or on the typewriter material taken from dictation in shorthand.

Office Machine Work: This term relates to the course in the field of business education taught in secondary schools or colleges which prepares business students in the methods and practices of business offices. It may include practice in preparing office forms and operating office machines.

Full-Time: This term refers to a student carrying a full normal program.

Day School: This term refers to a school attended by the pupils during a part of the day, as distinguished from a boarding school where the pupils live throughout the twenty-four-hour day.

Night School: This type of institution is a system of schooling carried on at night, permitting youths or adults to continue their education.

PURPOSE OF THIS STUDY

1

From a history of business education we find that the first private business schools, although they filled

¹
Haynes, B. R. & Jackson, H. P. A History of Business Education in the United States, Monograph 25, South-Western Publishing Co.

the specific need of giving clerical training to young men in order to secure employment, were defective in that they made little effort to present an understanding of business as a whole or to offer instruction in the broader underlying subjects necessary to advance to positions of responsibility. Originally the private business school was organized to make a profit for its owner. This was at the beginning of the nineteenth century. According to Marvin, these early business schools could be described as follows:

The "colleges" founded prior to 1860 were organized to offer a meagre clerical training to those wishing to enter minor positions as clerks and bookkeepers. There were no text-books. The subject matter was dictated from the experience of the instructor, and the equipment was usually a single room having a few chairs and a desk. Only the unusual demand for clerical training could have held this early work together, it was so poorly organized and incompletely presented. If the teacher were well acquainted with the community and the methods employed in the several business houses, the work had less of an experimental character.

More harmful to the cause of the commercial colleges than the lack of trained instructors, or of equipment, was the fact that the aims of business training were too often defeated by too keen a desire on the part of the management of the colleges to make money.¹

Since prior to 1890 the private business schools had

¹
Marvin, C. H. Commercial Education in Secondary Schools.
Henry Holt & Co. N. Y. 1922. P. 15.

...in need of living electrical training to pass
...to become engineers, were operative in 1925
...little about the present and future of
...as a whole or to offer instruction in the future
...necessity to advance to positions of
...the private business school
...to make a profit for the owner. This was
...of the beginning of the twentieth century. According
...these early business schools could be described
...as follows:

The "Business" founded prior to 1900 were
organized to offer a course of study in
to those wishing to enter other business positions as
...and bookkeepers. There were no text-
books. The subject matter was selected from
the experience of the instructor, and the student
was not usually a student from having a few classes
and a book. The student learned the practical
training could have been this very work together.
It was so poorly organized and unorganized
...the business were all accounted
with the necessity and the student employed in
the several business houses, but with less
of an organized character.

Now turned to the nature of the commercial
colleges than the lack of trained instructors,
or of equipment, was the fact that the aim of
business training was too often defeated by too
much of the part of the management of
the college to make money.

These prior to 1900 the private business schools had

furnished training that was not obtainable elsewhere, they grew rapidly from a few students in 1840 to more than 100,000 in 1890. Statistics show us that in 1908-1909¹ there were 574 schools, reporting 146,288 students. Not only did the number of students increase, but the quality of instruction constantly improved.

At present many problems face the private business school. Since the requirements for office positions are constantly being up-graded, the elimination of young people of high school age from enrolling in private business schools because of the raising of the compulsory school age, the fact that high schools, junior colleges, and collegiate institutions are now offering business courses of study, the business school has had to raise its standards in order to maintain its own.

Harry G. Forster states--

The primary function of any private business school is to secure a sufficient number of students each year, to train them, and finally to place them in satisfactory positions. Upon the successful correlation of these factors rests the continued existence of any school engaged in this task of fitting people for their life's work.²

¹ Statistics and facts adapted from Joseph F. Johnson, "Commercial Education," A Cyclopedia of Education, Paul Monroe, editor (N. Y.: The Macmillan Co., 1911), II, P. 145.

² Forster, Harry G. "Selecting the Prospect." Journal of Business Education, XIV. January, 1939.

In a survey made of Haverstraw High School, Haverstraw, New York,¹ it was found that there was a need to determine how much graduates of commercial departments have accomplished with the training that they have secured. Do commercial graduates receive employment? If they do, of what type is it?

According to Ruby V. Perry--

The experience transmitted to the school by its graduates has moved to extend the service of the school to its undergraduates by enriching its program through incorporating needed courses; by establishing occupational counseling and co-operative part-time office employment; and by being the medium through which the carefully selected equipment for recording a "sales flow" in the newly furnished office of "The Allen Mercantile Company" was determined.²

In his article "After Graduation--What?" Perry also tells us--

The yardstick by which the success of the work of a business school is measured is the ability of its graduates to secure and retain placement.²

The private business school is distinct in that it has a keen personal interest in the individual student, its success depending upon the success of its students. It prepares the student to fill that position for which

¹
Cansler, Russell, N. "What About Our Commercial Graduates?" Journal of Business Education. January, 1939.

²
Perry, Ruby V. "After Graduation--What?" Balance Sheet, XVIII. May, 1937, P. 400-403.

he is best qualified. It is constantly in touch with the demands of the business world and, therefore, is able to adjust itself quickly to these demands. In a business school a student is able to progress at his own rate. Both Malott and Lyon point out--

The private business school might well perform a great service and find its proper field in supplying an intensive course in the technical business skill to those who have secured a broad general foundation in the public schools of secondary or even collegiate level.¹

Lyon says--

As a training-school in the technique of office practice, where its pupils have had a proper educational basis, it is doubtful if the business college has ever been surpassed or even equaled. If these institutions could be so regulated that they did not draw to themselves a great number of persons at an age when there is no justification for their being trained in technique, and if the general features of building and equipment could be publicly supervised, it seems that they might be safely trusted with a very large part of the technical office-work training which is now done in other institutions.

They have a real place as specialists in the offering of technical training, and they have there a large place.

According to John Faithful, a business teacher whose

¹
Malott, J. O. "Commercial Education," Chapter V. Biennial Survey of Education in the United States, 1928-1930. Department of the Interior, Bureau of Education Bulletin, No. 20. 1931, PP. 31-32.

²
Lyon, Leverett S. Education for Business, 3rd edition. 1931, PP. 271-2.

teaching and administrative experience dates back to 1894--

The flamboyant advertising of early business schools has been succeeded by clear-cut and forceful statements of the functions, the methods, and the content of modern business education. The bounding stags, the elaborately designed swans, and the awe-inspiring specimens of flourished writing have disappeared from their walls. High standards of scholarship and training have quite largely supplanted the old "shoot 'em through quick" techniques.¹

Margaret A. Hickey, principal of Miss Hickey's Training School for Secretaries, in St. Louis, Missouri, in a speech delivered at the state convention of the Missouri Business Schools Association on December 28, 1943, entitled "Private² Business Schools in the Postwar World" brought out the following points: The business schools of tomorrow should be concerned with the great gaps in American education. Young people must be better prepared to meet their initial jobs in business and industry. There is a need for working together. Skill alone does not spell success. Human relationships are ever important. Miss Hickey states:

I have faith in the validity of our essential traditions. Mine is the firm conviction that the private business school has a definite place in training young people for responsible vocational citizenship. I believe that the development of private business schools has been made possible by people of vision, high purpose, and ability.

¹
Faithful, John. "Then and Now in Business Education." Balance Sheet, XXV, No. 1. September, 1943. P. 38.

²
Hickey, Margaret A. "Private Business Schools in the Postwar World." Balance Sheet, XXVI, No. 1. September, 1944.

But I must believe with sufficient vigor to lead others to believe also. Every educator in the private business school field must take every opportunity, sometimes make the opportunities, to bring to the front and into the open the best features of our contribution. At the same time, we must work to correct the less desirable features wherever they occur. In any educational program, progress depends upon searching and merciless criticism.

Business schools have the right to be estimated at their best, not at their worst, and certainly not by "minimum standards." Undesirable standardization at this juncture is dangerous. Just when public business education is catching the light of more progressive methods, long-known and initiated by better private schools, it would be retrogressive for us to advocate discarded educational straight-jackets. We have a long history of originality and initiative. It is important to preserve our "independent-mindedness."

Preserving the integrity of the private business school is an individual responsibility. I would oppose any invitation for state regulation. It is the individual duty of each director to look after his own personal contribution to the whole. President Theodore Roosevelt many years ago advised the graduates of a well-known school: "You must, if you want to do your part in the world, remember that you must pull your own weight; until you have pulled your own weight, you cannot help anyone else do so. And then further remember that having pulled your own weight, you must strive to work for the common good."¹

The business school attempts to develop students to achieve a substantial occupation. Since both the teacher and employer hope to develop successful and well-integrated

¹
Hickey, Margaret A. "Private Business Schools in the Postwar World." Balance Sheet, XXVI, No. 1. September, 1944. P. 15.

personalities, it is important for each to understand the other's motives. Since the success of our business graduates has been so extensively criticized during the past years, there is an increasing necessity to have cooperation between the employer and the teacher. If this cooperation is carried out, the employees will be both successful in their duties and well-integrated in their personalities.

In order to determine to just what extent the training received at this secretarial school has aided the students in their employment, this follow-up study has been carried out. The results of this survey will serve as a basis for a revised secretarial course of study, if it seems advisable, both to help the past students of the school to better adjust themselves and also to guide the present and future ones.

CHAPTER II

A DIGEST OF SOME RECENT STUDIES
IN SCHOOL AND BUSINESS RELATIONSHIPS

The most distinctive characteristic and trend in education since the turn of the century has been the development of measurement and evaluation as a distinct science. Measurement and evaluation are broad terms generally considered when judging the relative effectiveness of formal training.

The follow-up study implies objective measurement and evaluation of one's teaching progress and character. Any follow-up study attempting to measure the ability of graduates to succeed in the work for which they are prepared is in line with the modern science of education.

Haynes and Jackson tell us that "In order to build for the future it is wise to survey the past."¹ Many magazine articles and theses have been written on the follow-up of school graduates. In making a careful study of these papers, however, it was found that the majority of surveys dealt with high school graduates. Since commercial education in its modern line did not come into

¹ Haynes, B. R. & Jackson, H. P. A History of Business Education in the United States, Monograph 25. South-Western Publishing Co. Cincinnati, Ohio, 1935. Introduction.

its own until 1914-15, one of the earliest follow-up studies was that of Katherine Teresa Coan.

Miss Coan wrote a thesis on A Four-Year Follow-Up Study of the Commercial Girl-Graduates of June, 1927, of
the Baltimore Senior High Schools.¹ The problem of this

study was:

1. To measure the effectiveness of the present commercial training program in the Baltimore Senior Schools.
2. To secure the standard of measurement through a study of concrete results and reactions obtained from responses to a questionnaire indicating the usefulness or non-usefulness of the subjects included in the present high school curriculum.
3. To use this standard of measurement in a scrutiny of the preparation of a particular and specific group of graduate entrants into the business and vocational world.
4. To use the results of the various section studies as a basis for suggestions as to changes of enlargements which may be necessary to provide the training needed to equip high school commercial graduates to meet efficiently the present-day requirements of the business world.

She evaluated the Baltimore Commercial Curricula, as exemplified by the Class of 1927, Baltimore Senior High Schools, and determined the kind and character of the changes which the study showed to be needed in the present

¹
 Coan, K. T. A Four-Year Follow-Up Study of the Commercial Girl-Graduates of June, 1927, of the Baltimore Senior High Schools. Ed.M. Thesis, Boston University School of Education, 1933.

training program. Accumulating data through a study of the actual experiences of a group, in a four-year follow-up study of the commercial graduates of the Class of 1927, Baltimore Senior High Schools, she organized this material as a fact-basis for such changes and improvements as a comparative study may seem to indicate. Three hundred graduates were approached. One hundred and thirty-one responded, which included Eastern, Western, and Forest Park High Schools.

The writer wished to find the percentage of girls in the group engaged in occupations in which their high school majors or minors were of fundamental, little or no value. She wished to learn if it were necessary to secure further training in order to fill the first job satisfactorily. In what respect, if any, did the high school fail to equip its students for present or former positions? What kind of positions were being filled by graduates? What types of work were performed on the different jobs? How much time was being spent on each job, what was the principal kind of work performed on each job, and which jobs were in the nature of promotion? She wished to determine the relative vocation value of the subjects in the different commercial courses. Have the graduates supplemented their high school training by further education?

Through her findings she learned that though the program in the high schools regarding commercial education may be called effectual, there is room for improvement, for development of strength, and elimination of weakness. There is a need for revision, addition, and enrichment of the program as it existed. On the whole, it indicated fairly successful training for the job. There is a need for better adapting the school activities to life situations and social requirements. The upper years of high school should be enriched with a type of training which will prepare for life. There should be a better social understanding of the actual problems and responsibilities awaiting youth in business.

She suggested a reorganization of commercial curricula to give more adequate business training. There should be a definite testing program to enable only those with high I. Q. range to take the stenographic course. There should be concentration on vocational training. A universal typewriting course should be introduced. Commercial students should be trained in office machines. There should be a supplementary course to fit beginning office workers. An attempt should be made to limit duties required, in proportion to classification of jobs. A general business course should be offered providing practical business activities. There should be training in

responsibility. A course in Business English should be arranged. There should be a broadening of regular courses. Stenography should be deferred until grade 11. Graduates should be encouraged to do further supplementary training for advancement in their positions. There should be a closer inspection of courses taken by commercial students, in order to see that such courses include material better meeting conditions required for higher education.

Another interesting investigation was made by Chandler in 1940 on the subject A Follow-Up Study of the Business Administration Graduates of Blank College.¹ In his thesis he attempted to discover the answer to the following question: Is the training program of the Business Administration Department of Blank College an adequate means of preparation for the initial positions which graduates secure? (This thesis was based upon an actual follow-up study of the graduates of the Business Administration Department of a private business school located in Boston, Massachusetts. The school did not wish its name to appear in the study; consequently, the institution was referred to as "Blank College" throughout the study.)

He examined the kinds of business which offered initial

¹ Chandler, D. A. A Follow-Up Study of the Business Administration Graduates of Blank College. Ed.M. Thesis, Boston University School of Education, 1940.

employment to Blank College graduates. Two groups of graduates were selected: Group I consisted of the Classes of 1929, 1930, and 1931; Group II consisted of the Classes of 1937, 1938, and 1939. The two groups were contrasted to find the marked difference in the kind of location and size of the firms employing Blank College graduates. He wanted to find out if the graduates of ten years ago secured essentially the same kind of initial positions as those obtained by graduates today. Is there any change in the beginning salary scale? What has been the experience of the graduates concerning the necessity for additional training?

A questionnaire was first sent to two graduates from each class. Nine out of twelve were returned. Then a revised questionnaire and a letter of transmittal was mailed to all graduates in both groups. Out of 383 graduates there were 356 questionnaires sent, and 182 replies were received. Seventeen personal interviews were given to check the validity of replies. One month after the original questionnaire was sent a follow-up questionnaire was mailed to those who had not returned the blank.

From his findings he concluded that the types of businesses offering initial employment were manufacturing, financial, public utility, construction and building firms. They employed 64.48% of Group I and 48.11% of Group II.

Foodstuffs, automotive, retail stores, fuel, ice, grain, and miscellaneous employed 30.26% of Group I and 48.12% of Group II. The majority of firms offering initial employment were in Massachusetts. Both groups had a majority working in large organizations of \$500,000 capital or over. There were relatively more men in Group II working for small companies. Clerical work was the major initial employment. The salary scale was in agreement with prevailing practice. There was a gradual reduction in beginning salary scale. Present salaries reflect substantial increases. The positive reasons for leaving initial jobs were for more responsibility, better chance of advancement, better working conditions, and increase of salary. The negative reasons given were because the firm went out of business or the job was discontinued. Accounting, typing, correspondence, English, and salesmanship were considered important in training for clerical positions; while economics, business law, corporation finance, and marketing were considered most valuable for general business understanding. It was found that many of Group I took courses in order to progress on the job; while many of Group II took courses for a degree eventually. There was an adequate means of preparation for initial contact job. There was attention to problem, methods, and procedure involved in service organization. Clerical

occupations were important as a source of initial contact job.

He suggested that there should be a study of potential work opportunities in Boston for future graduates. The curriculum should be examined for presence or absence of adequate means of building necessary personality traits. It should be found out if graduates find difficulty in securing business employment. It should be determined whether or not the training program of the business administration department of Blank College is an adequate means of preparation for promotional opportunities which arise. It should be discovered why some courses in the curriculum are of no apparent value. There should be additional training beyond graduation if it will result in any material advantage to the trainees.

In 1942 Murdock in A Follow-Up Study of Two Groups¹
of Graduates of Milton High School surveyed certain classes of Milton High School graduates in order to determine whether or not the curriculum was meeting the needs of its graduates. There were several subordinate or specific problems: What becomes of the graduates? Do they attend other educational institutions? If so, do they feel that they have been well prepared? Do the majority of the

¹Murdock, M. R. A Follow-Up Study of Two Groups of Graduates of Milton High School. Ed.M. Thesis, Boston University School of Education, 1942.

consequently the Government is a source of limited contact

for

to be limited to the extent of a single or double

that would be a serious handicap for the Government

The Government is a source of limited contact

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graduates go immediately to work? If so, what kind of work do they do? Have they been well prepared for entrance to their jobs? Where are the graduates located? Do the majority attend schools or find positions in or near Milton and Boston, or do they have to go far from home? Are the graduates of the last two years attending similar schools or finding similar initial employment to those of nine and ten years ago?

Two representative groups were chosen and a study and comparison made of them. Since the classes of 1931 and 1932 had been out of high school for ten and nine years respectively, they were selected as Group I. They were depression year classes. For Group II the Classes of 1939 and 1940 were chosen. They had been out of school for one and two years. They would be just getting started in the business world, whereas the others would be well established.

The questionnaire technique was used along with personal and telephone interviews. A preliminary questionnaire was prepared and sent to twelve persons, three members of each of the four classes. These people were well known to the writer, and the response was expected to be good. They were asked to comment upon the questionnaire. Ten of the questionnaires were returned. Then the revised

questionnaire and a letter approved and signed by the Superintendent of Schools were mailed, accompanied by a stamped return envelope, to 637 graduates. Twenty-seven per cent of the questionnaires were returned. Three weeks later a penny postcard was sent to those not having telephones or those living some distance. Others were called or visited personally. The response was increased to forty-one per cent.

The majority of Milton High School graduates felt it necessary to have additional training after high school. The traditional colleges and universities appealed to both groups. The greatest number of graduates selected New England institutions, Boston, itself, having the highest number. Group II has added more technical schools, trade schools, business machine schools, drafting, commercial art, and engineering schools, in addition to the colleges and business schools attended by Group I.

Although a great variety of business firms, professions, trades, and industries employed the graduates, a few businesses such as insurance, manufacturing, educational institutions, and retail stores predominated. Graduates in Group I and Group II obtained positions in similar types of businesses. The insurance offices employed many girls of both groups and comparatively few boys. There was an increase in the number of boys and girls employed

in the machinery manufacturing concerns due to the defense building program. No members of Group I entered the trades, but there were three from Group II. Group II showed a tendency to enter the retail selling occupations to a greater degree than Group I. The same number of boys and girls chose the selling field. Of the graduates entering the professions, as their life work the majority selected education in some form.

Milton High School graduates obtained work in New England, especially in and around Boston. For the most part the initial positions appeared satisfactory, inasmuch as many of Group I and Group II were still employed in their original positions at the time the survey was made.

The general background subjects that had been offered at the high school received a significant number of votes as being both directly and indirectly beneficial from the College Preparatory groups and the Business Preparatory groups. It was apparent that all the subjects offered, with the possible exception of Freehand Drawing and Painting, had a place in the training of students.

Those who answered the questionnaire were very eager to offer suggestions that they felt might benefit future classes at Milton High School.

Although a course in occupations is given in the junior high school, the number of requests for such a

course makes it appear either that the junior high school student does not retain or comprehend enough of the facts, or that another course, perhaps in the eleventh or twelfth grade, should supplement the junior high course.

The possibility and feasibility of offering a course in vocational guidance which would include units on occupations, interview technique, and the psychology of business in the senior high school should be investigated further. There should be a more intensive study of English training for commercial students, the possibility of inserting more classics into the college preparatory English courses, and the addition of grammar in the junior and senior years. The possibility of allowing senior stenography students to take the course in office practice should also be looked into. There should be a study of the possibility of offering a course in selling to girls as well as boys. The commercial English course should be revised to give more drill in letter writing and the fundamentals of expression. The mathematical needs of business graduates should be surveyed and the present commercial mathematics course revised to meet the results. A course in mathematics should also be added to train students for the trades. There should be a study of the manual training courses and a survey of the needs of the graduates in trades in order to ascertain the practicability.

of adding an automotive course in a public high school like Milton.

There have been several other studies written on follow-up's, such as Fraser's A Follow-Up of Non-College Going Graduates of Commercial, General, and College Preparatory Curricula in Two Jersey City High Schools,¹ Traxler's A Follow-Up Study of Commercial Graduates,² Trickey's A Follow-Up Study of All High School Graduates of Oskaloosa, Iowa, for a Period of Five Years,³ and the Survey of Denver's High School Graduates,⁴ but to mention a few.

The business teacher should seek to establish business standards in teaching. There should be a greater interest and knowledge in actual business requirements. There should be closer cooperation between employers and business teachers. There should be an exchange of ideas and

¹ Fraser, Thomas A. A Follow-Up of Non-College Going Graduates of Commercial, General, and College Preparatory Curricula in Two Jersey City High Schools. Unpublished Doctor's Thesis. New York University, 1939.

² Traxler, Bina Mae. A Follow-Up of Commercial Graduates. Monograph 13. Cincinnati: South-Western Publishing Co., 1930.

³ Trickey, Merle G. A Follow-Up of All High School Graduates of Oskaloosa, Iowa, for a Period of Five Years. Unpublished Master's Thesis. Iowa State University, 1931.

⁴ University of Denver Bureau of Business and Social Research. Survey of Denver's High School Graduates. Denver, 1936.

information. A constant effort should be made to raise standards of schools of business education to requirements of business offices. There is a lack of cooperation between educators and businessmen. Educators are apt to be theoretical, while businessmen are practical. The teacher feels that the school is setting the standards for business offices, while the business men feel, as they should, that business, itself, is the standard to be met.

The results of survey findings should be used to adapt the business curriculum to the needs of the community. Recommendations should be given as to changes in curriculum and equipment. The information received should aid in guiding students into fields of work suited to their special aptitudes or abilities and also into areas in which there would be a need for their services. A curriculum should be designed to meet these needs. The results of the survey should be helpful in planning a proper program to train the students in the various needed subjects of business and social-business. From the survey could be found whatever is necessary in a particular community. Such a survey was made by Miss Carlson in 1946.

¹
Carlson, G. A. Reactions of Selected (60) Business Men Relative to the Employability of High School Business Course Graduates. Unpublished Ed.M. Thesis. Boston University School of Education, 1946.

She wrote a thesis on the reactions of selected business men relative to the employability of high school business course graduates. Her problem was to discover the reactions which a selected group of business men possessed relative to the employability of high school business course graduates.

The study was limited to the employability of high school business graduates in stenographic and clerical positions throughout the United States. Personal interviews were held with twenty representative employers to determine business requirements in the local Boston-Worcester area. First-hand information was obtained from observing the work carried on in the stenographic and filing departments, the Office Manager's office, and in a few instances, in the accounting and transcribing departments. A questionnaire-letter was sent to forty-three representative business firms in various sections of the United States. An attempt was made to reach both large and small representative firms throughout the United States, from Massachusetts to California, and from Michigan to Alabama. The number of office employees ranged from two employees in the smallest office to fourteen thousand in the largest companies. Those included may be classified as follows: Manufacturing; Wholesale and Retail Trade; Finance, Insurance, and Real Estate; Transportation,

Communication, and other Public Utilities; and Services. In addition to the firms already mentioned, information was received from the U. S. Department of Education.

From her findings she concluded that business men in general are willing and eager to cooperate with the high schools in the business training of the students. There is complete agreement among business men as to the necessity for the school to develop well-integrated personalities as well as job competencies in their studies. Business manners or deportment were given first place in this need for personality development; the most outstanding traits to be developed are listed in the order of their importance, as summarized from replies given by these business men:

- a. Sense of responsibility
- b. Courtesy
- c. Office Manners
- d. Attitude toward work
- e. Less confidence in their own importance
- f. A greater desire to work and earn advancement.

A better system of selection must be devised in the high school business course to prevent the generally admitted twenty-five per cent mortality in shorthand alone. There was general unanimous agreement that schools are successfully developing speed proficiency in business subjects, but accuracy and neatness should be prime objectives.

The teacher's personality and competency are all important in developing proper business attitudes; therefore, teachers

should seek to establish business standards in their teaching in so far as possible.

Mrs. Carlson suggested that there be a more careful selection of students for the business course. The progressive teacher should plan work in terms of units of pupil growth, instead of in subjects and ground to be covered. Integrate and unify business courses into office experience, and delay until the last two years specialized vocational training. There should be in-service training for teachers to keep in touch with constantly changing requirements of business. There should be a closer co-operation with business. Modify the business curriculum to meet local business requirements. There should be more thorough guidance and follow-up for the business course student. There should be cooperative part-time education and in-service training for employees.

In Perry's article "After Graduation What?"¹ cumulative follow-up studies of 1100 Allen High School graduates were made. Eighty per cent of the recipients made returns. There was a close teacher-student relationship. In this follow-up study data were collected about the type of work demanded by positions to which young clerical workers are called. It served the dual purpose of checking the success

¹
Perry, R. V. "After Graduation What?" Balance Sheet, XVIII, May, 1937. PP. 400-403.

of Allen graduates as well.

They sought to find the length of time that graduates lose through unemployment before initial placement, the type of work their experienced graduates do on their first jobs, whether or not skills necessary for first positions are learned in school or on the job, if the degree of skill obtained in school is commensurate with the needs of the first jobs, whether or not present follow-up of Allen's 1100 graduates indicated that after graduation the Allen-trained four-year graduate does secure employment, and what salary increases are evidenced from year to year.

That the training is valuable in proportion to the amount received is shown by the fact that four-year trained commercial high school students are more in demand and more stable in positions obtained than students with cultural academic background upon which an intensive but necessarily sketchy commercial training has been pyramided.

Cansler tells us in his article "What About Our¹ Commercial Graduates?" that there is a need to find out what graduates of commercial departments have accomplished with the training that they have secured. Are they getting

¹
Cansler, R. N. "What About Our Commercial Graduates?"
Journal of Business Education, XIV, January, 1939. PP. 9-10.

of which was 1000 in 1911.

There is a large number of small islands in the group, some of which are of considerable size. The largest of these is the island of St. John, which is about 10 miles long and 2 miles wide. It is the only island in the group which has a permanent population. The other islands are all small and are inhabited only by a few people. The islands are all of volcanic origin and are all of the same age. They are all of the same size and shape and are all of the same color. They are all of the same height and are all of the same width. They are all of the same length and are all of the same breadth. They are all of the same area and are all of the same volume. They are all of the same weight and are all of the same mass. They are all of the same density and are all of the same specific gravity. They are all of the same temperature and are all of the same pressure. They are all of the same humidity and are all of the same wind speed. They are all of the same rainfall and are all of the same snowfall. They are all of the same ice cover and are all of the same sea level. They are all of the same time zone and are all of the same day and night. They are all of the same month and are all of the same year. They are all of the same century and are all of the same millennium. They are all of the same era and are all of the same epoch. They are all of the same period and are all of the same age. They are all of the same generation and are all of the same family. They are all of the same species and are all of the same genus. They are all of the same order and are all of the same class. They are all of the same phylum and are all of the same kingdom. They are all of the same domain and are all of the same universe. They are all of the same multiverse and are all of the same omniverse. They are all of the same everything and are all of the same nothing. They are all of the same everything and nothing and are all of the same everything and nothing and everything.

There is a large number of small islands in the group, some of which are of considerable size. The largest of these is the island of St. John, which is about 10 miles long and 2 miles wide. It is the only island in the group which has a permanent population. The other islands are all small and are inhabited only by a few people. The islands are all of volcanic origin and are all of the same age. They are all of the same size and shape and are all of the same color. They are all of the same height and are all of the same width. They are all of the same length and are all of the same breadth. They are all of the same area and are all of the same volume. They are all of the same weight and are all of the same mass. They are all of the same density and are all of the same specific gravity. They are all of the same temperature and are all of the same pressure. They are all of the same humidity and are all of the same wind speed. They are all of the same rainfall and are all of the same snowfall. They are all of the same ice cover and are all of the same sea level. They are all of the same time zone and are all of the same day and night. They are all of the same month and are all of the same year. They are all of the same century and are all of the same millennium. They are all of the same era and are all of the same epoch. They are all of the same period and are all of the same age. They are all of the same generation and are all of the same family. They are all of the same species and are all of the same genus. They are all of the same order and are all of the same class. They are all of the same phylum and are all of the same kingdom. They are all of the same domain and are all of the same universe. They are all of the same multiverse and are all of the same omniverse. They are all of the same everything and are all of the same nothing. They are all of the same everything and nothing and are all of the same everything and nothing and everything.

jobs? Are they using the training which they secured? Such a survey was made of Haverstraw High School, Haverstraw, New York, the Class of 1937. They wished to find out if the commercial graduates were getting employment and, if so, of what type. What happens to the general curriculum graduates? Do the college preparatory curriculum and general curriculum graduates secure work? If so, what line of work do they follow? Do the graduates continue their education in higher institutions of learning? If so, what type of school do they attend?

Personal contact was made with ninety-five graduates. A large per cent found jobs or continued studies in institutions of higher learning. The commercial graduates showed the greatest percentage of employment.

A follow-up study of the 1936 graduates of Newton High School, Newton, New Jersey,¹ was made by John Mitchell for the purpose of finding out to what extent commercial education is vocational in the town of Newton and in the surrounding business community. This town has a population of 5000 and is sixty-two miles from New York City. The largest industrial plant manufactures rayon goods and employs several hundred workers. There are numerous small

¹
 Mitchell, John. "A Follow-Up Study of the 1936 Graduates." Journal of Business Education, December, 1937. PP. 17-18.

EAGLE-A

plants. About sixty per cent of the 650 high school students live outside Newton.

A majority of the students were interviewed personally at their offices. Others mailed their replies in. Fifty-eight per cent have been or are employed at office work for which they were formally trained. Twenty-five per cent of the graduates used considerable bookkeeping. Every office worker used typing to some extent. Thirty-seven and two tenths per cent of the college preparatory group have entered college. None have attended business schools. Five per cent of the whole class is unemployed. In the general course about eighteen per cent were attending college.

In the article "An Effective Placement and Follow-Up Department"¹ Miss Reagan states that you often hear the complaint that high schools are not giving adequate training to their students and the students are not prepared when leaving. Employers ask--"Why did those young people attend high school at all?" An attempt was made to revise the commercial program of the North Union High School, Uniontown, Pennsylvania, so that the graduates would be more adequately prepared to compete in the business world.

¹ Reagan, Mary Joan. "An Effective Placement and Follow-Up Department." Balance Sheet, May, 1947. XXVIII, No. 9.

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Courses were added for those to learn business fundamentals. Three years ago they started to keep an adequate check on the commercial students by having a file card per student. Personal traits were listed as well as competencies.

They wished to establish a placement bureau. The first problem was to plan a commercial information questionnaire to be sent to all graduates of the past four years. This included the name of the student, his address, phone, present employer, whether or not he was satisfied with the position, the type of position interested in and the salary expected. The response was gratifying. The student response was enthusiastic. Students made personal visits.

The information was tabulated on manila folders and checked with the file cards. They found that some of the graduates working in offices were doing inferior work but would probably make outstanding sales people. There were four parts to the graduate file--

1. Those who have positions and are satisfied with them.
2. Those working and dissatisfied.
3. Those not working.
4. Those attending colleges, nurses training, or trade schools.

They also learned what subjects were most liked by the graduates of the last four years. Employers were contacted

to find out if the students measured up to standards. Business men were asked to rate the following characteristics either high, medium, or low: efficiency, courtesy, dependability, initiative, appearance, honesty, cooperation, personality, and loyalty. They were also asked to name deficiencies. One hundred and fifty-five questionnaires were sent, and one hundred and twelve were received from employers. The results were divided into two sections:

1. Those engaged in sales work.
2. Those engaged in office work.

They were rated high in loyalty, honesty, dependability, and courtesy. The office group were found to be more courteous, dependable, and loyal. They are trying to find ways to overcome difficulties that graduates have in positions. Employees should take more interest in their work. Business men should lecture and talk to the classes.

Only through continued cooperation between the school and business will we be able to send to business commercial graduates with fine personal and efficient work habits. A good public relations program is established through a strong placement and follow-up service. This service will bridge the gap that exists between educators and employers.

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CHAPTER III

PROCEDURES USED IN GATHERING DATA

To understand more readily the procedure used in this follow-up study, it will be helpful to explain the type of school in question. This secretarial school is unique in that it trains students on somewhat of a tutorial basis. The classes are very small. In shorthand they range from one to twelve students, the average class containing six. A large percentage of our students are college graduates or people with high I. Q.'s; and because of this individual instruction, the majority are able within a period of eight weeks to attain at least a rate of sixty words a minute for a five-minute dictation period. In typewriting the classes range from two to twenty students, the average class containing about eight. In eight weeks in typewriting the majority are able to attain a speed of thirty-five words a minute or more in a five-minute timed-writing.

Concentration is on the skill subjects, shorthand and typewriting, since the students wish those subjects in order to take their place in business. A course in Business English is also given about every three months for a period of eight weeks. It was the purpose of this thesis, however, to determine if these skill subjects alone are adequate in meeting business demands.

In order to obtain first-hand information on this follow-up study, data were obtained in the following manner:

1. A letter (see page 37) and questionnaire (see pages 38-39) were sent to forty-three full-time day school students of the school who attended for a period of eight weeks and studied both shorthand and typewriting.
2. A follow-up was made on the questionnaires sent out but not returned by telephone calls to twenty-six students.
3. A follow-up was made on the questionnaires sent out but not returned by personal visits to nine students.

It was first necessary to examine four hundred cards representing all the students, both day school and night school, that had ever attended the X Secretarial School. In order to establish some basis to determine whether or not the school was meeting the needs of its students in the business world, it was decided to question only those students who had attended day school for a period of at least eight weeks full-time and studied both shorthand and typewriting. The day school cards were separated from the night school cards. Upon examining the day school cards it was found that many of the students had studied only one subject--either shorthand or typewriting or that they had studied for only a part of the day. Since it is not probable that a person will reach an employable rate in stenographic skills in a period of less than eight weeks, these cards were eliminated. The basis of the choice

LETTER

June 20, 1947

Dear Miss Blank:

At present I am teaching at the X Secretarial School and am studying for my Ed.M. at Boston University. For my master's thesis I am making a follow-up study of those full-time students of the school who studied shorthand and typewriting for a period of eight weeks or more.

In order to complete this survey successfully, however, I need your cooperation. I should greatly appreciate it if you would be kind enough to answer the enclosed questionnaire and return it within a day or two. If it is difficult to answer some of the questions, just estimate to the best of your ability. Feel free to enlarge upon any of the questions if more space is needed. You may write on the back for this purpose.

From my findings I hope to determine to what extent the training received at the school has aided you in your employment since that time. If it proves advisable, I shall suggest a revised course of study based upon the findings of this survey to aid present and future students as well as you in meeting the demands of the business man.

No signature is necessary on the enclosed questionnaire, and no names will be brought into the study. A stamped, self-addressed envelope is enclosed for your convenience.

Gratefully yours,

M. Jacqueline Camera (Signed)

mjc
Questionnaire
Envelope

38.
QUESTIONNAIRE

1. PRESENT OCCUPATION (Check)

- a. Student ☐
- b. Housewife ☐
- c. Clerk ☐
- d. Typist ☐
- e. Stenographer ☐
- f. Bookkeeper ☐
- g. Machine Operator ☐ Specify _____
- h. Executive Position ☐ Specify _____
- i. Other Type or Combination ☐ Specify _____

2. HOW YOU OBTAINED your first position after leaving the X Secretarial School _____

3. LENGTH OF TIME that lapsed between leaving the school and your first position (State how long to nearest week or month) _____
REASON FOR INTERIM, if any _____

4. ALL POSITIONS HELD since leaving the X Secretarial School (List occupation as in first question)

<u>Employer's</u> <u>Name and Address</u>	<u>Dates of</u> <u>Employment</u>	<u>Occupation</u>	<u>Hours</u> <u>Fr Wk</u>	<u>Pay</u>	<u>Specific Duties</u>	<u>Reasons</u> <u>for Leaving</u>
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

5. REGARDING PRESENT POSITION--Estimate from 0% to 100%

A. PERCENTAGE OF TIME SPENT IN TAKING DICTATION

- a. Over the telephone ☐
- b. Standing up ☐
- c. On your knee ☐
- d. Other unusual dictation situations ☐ Specify _____

AVERAGE RATE OF DICTATION given in your office (Check nearest) 60 w.p.m. or under ☐ 80 w.p.m. ☐ 100 w.p.m. ☐ 120 w.p.m. ☐ 140 w.p.m. ☐ State other rates _____

AVERAGE LENGTH OF DICTATION INTERVAL (Fill in) _____ minutes

B. PERCENTAGE OF TIME SPENT IN TYPING

- a. From rough draft copy ☐
- b. Form letters ☐
- c. From dictator's notes ☐
- d. Letters composed at typewriter ☐
- e. Direct from dictator to typewriter ☐
- f. Stencils ☐
- g. Other typing situations ☐ Specify _____

C. PERCENTAGE OF TIME SPENT IN BOOKKEEPING ____

SPECIFIC DUTIES PERFORMED in Bookkeeping (State) _____

D. PERCENTAGE OF TIME SPENT IN FILING ____

TYPE of filing used (Check) _____

- a. Alphabetic _____
- b. Numeric _____
- c. Geographic _____
- d. Automatic _____
- e. Subject _____
- f. Soundex _____
- g. Other type or combination _____ Specify _____

SPECIFIC ACTIVITIES PERFORMED in filing (State) _____

E. PERCENTAGE OF TIME SPENT ON OFFICE MACHINE WORK _____

- a. Duplicating work _____ List specific machines used _____

- b. Transcribing Machine work _____

- c. Calculating Machine work _____

- d. Other type _____

F. PERCENTAGE OF TIME SPENT ON OTHER WORK _____ Specify _____

6. DUTIES PERFORMED BY OTHERS in your office that could be performed by you if you received instruction in this line (Specify) _____

7. INSTRUCTION YOU BELIEVE WOULD HAVE HELPED YOU IN YOUR WORK if you could have received it in school (Specify) _____

8. ANY FURTHER BUSINESS INSTRUCTION TAKEN since leaving the school (Specify) _____

9. ANY SUGGESTIONS TO HELP PRESENT STUDENTS _____

STATE OF _____

NAME OF FARM (or place) _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

NAME OF PERSON (or firm) who owns or manages the farm _____

NAME OF PERSON (or firm) who has the right to sell the produce of the farm _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

seemed the most advisable way to select the students and also the best basis on which to judge the work of the school.

From the four hundred cards examined it was found that only forty-three students fell into this category. It was considered better to choose these forty-three students than to take a random sampling of fifty (25% of the total) and have no definite basis upon which to judge the results. Of the forty-three considered (thirty-nine girls and four boys)--

22	lived in Cambridge
5	Belmont
4	Arlington
1	Boston
1	Brocton
1	Dorchester
1	Medford
1	Quincy
1	Roslindale
1	Watertown
1	Winchester
1	Wollaston
1	New York City
1	Hartford, Connecticut
1	Concord, New Hampshire

Letters of introduction explaining the purpose of the survey and questionnaires were mimeographed and given to each member of a Seminar Class of fifteen at Boston University School of Education. On the basis of suggestions and criticisms given by the members of the class a revised two-page questionnaire was prepared. On June 20 a letter of transmittal, (see page 37) the revised questionnaire,

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(see pages 38-39) and a stamped, self-addressed envelope were mailed to the forty-three students of the X Secretarial School.

The letter stated the purpose of the survey and explained the questionnaire. The students were asked to reply within a day or two. In most cases it was expected that this would be possible because when the questionnaire was given to the Seminar Class, it took only five minutes to be filled out. No signature was necessary on the questionnaire. By this method a better response was expected, and it was thought that a truer picture of the situation would be given. However, for purposes of follow-up it was necessary to code the questionnaires on the back by numbers corresponding to the names to whom the blanks were sent. Those who did not return the questionnaire within a week were contacted by telephone, and some of the students gave their answers at that time. Those that could not be reached by phone were visited personally. In making these contacts it was learned that some of the students had moved to various parts of the country and that their families had forwarded the questionnaires to them. For three of the students no forwarding addresses could be found.

Each student was asked to check his present occupation. In this way it could be ascertained whether or not the

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person was employed at the present time. It was interesting to note that a few of the students were not engaged in the business field, in spite of the fact that they had been prepared in this line. A number of students were attending college or were married and not working in business offices.

Also of interest was the way in which the student obtained his first position after leaving the X Secretarial School. Many had received their positions through college employment bureaus. From the answers to this question it could be seen whether or not the placement service of the Secretarial School was functioning or even necessary. Did the student receive employment immediately after leaving the school, or did some time lapse? What was the reason for the interim? If the student was properly prepared, he should be able to obtain a position almost immediately if he so desired.

In order to know what types of positions and what specific things to prepare a student for, they were asked to list their employer's name and address, occupation, and specific duties. They were also asked to give the dates of employment, the hours worked per week, their pay grade, and the reasons for leaving a job. The response to the question on pay was not too good; however, prevailing wages could be noted. From the listings of specific duties

it could be determined what duties to prepare our students for specifically, in case these needs weren't already being met. By listing reasons for leaving positions the difficulties the students were having in their work could be eliminated.

Since this school spends the greater part of its time in the teaching of shorthand and typewriting, it was well to find out if the students were taking positions in which they should know bookkeeping and office machine work. If so, it would prove advisable to train the students along these lines, or at least give them an acquaintanceship course in this work. For this reason they were asked to estimate to the best of their ability the percentage of time spent in various duties, such as taking dictation, typing, bookkeeping, filing, office machine work, or any other type of work that they encountered. These duties were broken down and included such items as telephone dictation, taking dictation standing up, typing stencils, typing directly from the dictator, and composition of letters at the typewriter.

The students in question are prepared to take dictation at 120 words a minute for a period of five minutes. Sometimes, however, it is necessary for a student to be able to take dictation at 150 words a minute or faster for a short time, such as one-half minute. Therefore, the

students were asked to state the average rate of dictation given in their office and the average length of the dictation interval.

In order to determine whether or not a bookkeeping course should be offered to the students and, if so, what should be included in such a course, the students were asked to state specific duties performed in bookkeeping. Practically anyone can file alphabetically with little or no effort, but often other types of filing, such as numeric, geographic, automatic, subject, or soundex present a problem. Therefore, the students were asked to state the types of filing used and specific activities performed.

To determine whether or not it would be advisable to offer a course in office practice and to know what to include in this type of course, the students were asked to specify the machines used in their work.

Were there any duties being performed by others in the office that could be performed by the students if they had received instruction in this line. In this way it could be determined whether or not the training was negligent. They were also asked to state any instruction that they believed would have helped them in their work if they could have received it in school. They were asked to list any further business instruction taken since leaving the school. From this could be determined whether or not this

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school was meeting their needs.

Perhaps the most interesting and most advantageous question of all was the one in which students were asked for their suggestions to help present students. There were some very helpful responses received to this question.

The students that were able to be contacted showed great interest and enthusiasm in this study. They were eager to answer the questionnaire to the best of their ability and to make any suggestions that they could.

Number of questionnaires sent	Number of questionnaires received	Percent received
25	21	84

A total of 25 questionnaires were sent out to the students and 21 were received. It is interesting to note that the students who were able to be contacted showed great interest and enthusiasm in this study. They were eager to answer the questionnaire to the best of their ability and to make any suggestions that they could. The following table shows the results of the survey.

cannot be meeting their needs.

There is also a great deal of...

consideration of all the various...

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CHAPTER IV

RESULTS OF SURVEY

A composite summary of the results of the questionnaires, telephone calls, and personal interviews is attempted briefly in the following Tables. No attempt was made to make separate reports on these three forms of inquiry.

TABLE I

NUMBER AND PER CENT OF REPLIES RECEIVED

Number of Questionnaires Sent	Number of Replies Received	Per cent Returned
43	34	79.1

From a total of 43 questionnaires that were sent out 34 replies were received or 79.1 per cent. It is important, however, to take into consideration the follow-up on the questionnaires that was accomplished by telephone and personal interviews. One week after the questionnaires had been sent out 8 replies had been received or 18.6 per cent. By the follow-up method it was learned that 3 people to whom the questionnaires had been sent had moved and left no forwarding addresses. The follow-up method brought in 26 more returns or 60.5 per cent, thus bringing the

CHAPTER IV

RESULTS OF REPLY

A summary of the results of the questionnaire, telephone calls, and personal interviews is attached hereto in the following tables. No attempt was made to make separate reports on these three forms.

TABLE I

PERCENTAGE OF REPLY TO QUESTIONNAIRE

Number of Persons Contacted	Number of Persons Who Responded	Percent Response
45	31	68.9

From a total of 45 questionnaires that were sent out 31 replies were received or 68.9 per cent. It is important, however, to take into consideration the follow-up on the questionnaires that are necessary to telephone and personal interviews. The total of the questionnaires that were sent out 4 replies had been received or 8.9 per cent. The follow-up which is was found that 3 people to whom the questionnaires had been sent had never been contacted. The follow-up which was made in the return of 68.9 per cent, that only 31

TABLE II

SPECIFIC DISTRIBUTION OF PRESENT OCCUPATIONS

Present Occupation	Number Employed	Per cent of Total Number
Secretary	12	35.3
Housewife	5	14.7
Not working	4	11.8
Student	3	9.1
Executive Position	2	5.9
Stenographer	1	2.9
Machine Operator	1	2.9
Secretary Technician	1	2.9
Assistant Librarian	1	2.9
Accountant Clerk	1	2.9
Adjuster	1	2.9
Singing Teacher	1	2.9
Abroad--traveling	1	2.9
Clerk	0	0.0
Typist	0	0.0
Bookkeeper	0	0.0
Total	34	100.0

total percentage up to 79.1. The importance of the follow-up method is brought out by the increase in percentage.

It is interesting to note from Table II that only four persons out of 34 were not working or 11.8 per cent. In one instance the person had been laid off because the plant had been shut down. In the other three cases they were maintaining their homes.

Also of interest is the fact that no one was rated as a clerk, typist, or bookkeeper. Only 1 person was listed as a stenographer, while heading the list were 12 people rated as secretaries or 35.3 per cent. Although one girl typed 100 per cent of her time, she was listed as a machine operator because she typed from an ediphone. Two people held executive positions, while 5 were employed in specialized positions.

TABLE III

DISTRIBUTION OF PRESENT OCCUPATIONS

Present Occupation	Number Employed	Per cent of Total Number
Employed in Business	19	55.9
Unemployed	13	38.2
Employed but not in Business	2	5.9
Total	34	100.0

total percentage of 10.1. The increase in the following
upward is shown in the increase in percentage.
it is interesting to note from Table 11 that only
four persons out of 54 were not working on 11.8 per cent.
In one instance the person had been laid off because the
plant had been shut down. In the other three cases they
were maintaining their hours.
Also of interest is the fact that no one was doing
as a clerk, typist, or bookkeeper. Only 1 person was listed
as a stenographer, while handling the list were 18 people
who are associated with 11.8 per cent. Although one and
typed 100 per cent of her time and was listed as a machine
operator because she typed from an airplane. Two people
held executive positions, while 3 were employed in
operational positions.

TABLE III

DISTRIBUTION OF PRESENT OCCUPATIONS

Present Occupation	Number Employed	Per cent of Total Number
Employed in business	10	18.5
Unemployed	10	18.5
Employed out of business	3	5.6
Total	23	100.0

From a total of 34 people 21 are employed at the present time or 61.8 per cent. Out of these 21 people 19 or 55.9 per cent are employed in business. Of the 2 or 5.9 per cent not employed in business 1 was listed as a singing teacher and the other as assistant librarian. The 13 unemployed consist of 5 housewives, 3 students, 1 traveling abroad, and 4 not working.

TABLE IV

METHOD OF OBTAINING INITIAL EMPLOYMENT

Method	Number Employed	Total per cent of Number Employed
College Placement Bureau	7	25.9
Friend	4	14.8
Random Application	4	14.8
On Their Own	3	11.1
No Reply	3	11.1
Private Agency	2	7.4
Newspaper Advertisement	2	7.4
X Secretarial School	2	7.4
Total	27	99.9-100

Although there were only 21 people working at the time of this survey, 27 people out of the 34 who returned the questionnaires had worked at some time, either in a

full-time or part-time capacity. Therefore, Table IV takes into consideration any person who had ever worked after leaving the X Secretarial School and the method by which initial employment was secured.

As has been stated before, the majority of students questioned in this survey were college graduates. It is little wonder, then, that 25.9 per cent of the positions were obtained through college placement bureaus. Since only 7.4 per cent of the students were placed through the X Secretarial School, it is assumed that the placement service of this school is not particularly active.

It is interesting to note that 14.8 per cent of the employees received their positions through friends who knew of vacancies or people whom they knew in the respective companies, while the same percentage received their positions by applying to different employers and having interviews. Only 11.1 per cent stated that they had received employment on their own, which was assumed to mean without the help of a college placement bureau, friend, private agency, or the X Secretarial School, although no attempt was made to prove such a statement. Only 2 people or 7.4 per cent secured the help of an agency in finding employment, while the same percentage received their positions through newspaper advertisements.

TABLE V

LENGTH OF TIME BETWEEN FINISHING SCHOOL AND INITIAL EMPLOYMENT

Length of Time	Number Reporting	Per cent of Total Reporting
None	9	35.3
One week	5	18.5
One month	3	11.1
Two weeks	2	7.4
No Reply	2	7.4
Three weeks	1	3.7
Three months	1	3.7
Seven months	1	3.7
Ten months	1	3.7
One and one-half years	1	3.7
Two years	1	3.7
Total	27	99.9-100

One-third of the students reporting had been employed immediately after finishing their work at the X Secretarial School, and 74 per cent had been employed within one month or less. Approximately one-fourth of the students had taken more than one month between leaving school and initial employment .

The person who had a period of $2\frac{1}{2}$ years lapse between

TABLE

TABLE OF THE NUMBER OF PERSONS REPORTED AS BEING EMPLOYED

Length of time	Number reported	Per cent of total reported
One week	1	0.1
Two weeks	1	0.1
Three weeks	1	0.1
Four weeks	1	0.1
Five weeks	1	0.1
Six weeks	1	0.1
Seven weeks	1	0.1
Eight weeks	1	0.1
Nine weeks	1	0.1
Ten weeks	1	0.1
More than ten weeks	1	0.1
Total	10	100.0

The number of persons reported as being employed in the various occupations is shown in the following table. The number of persons reported as being employed in the various occupations is shown in the following table. The number of persons reported as being employed in the various occupations is shown in the following table.

the time she had left school and initial employment had been ill and had worked part-time during this interval. She didn't consider her first part-time job, but rather only her first permanent position when answering the question at issue. Two people were in college, thus the reason for the period of one and one-half years and ten months. The person who had reported a period of seven month's interim had taken the summer off and spent the rest of the time on vacation. Illness had caused one person a loss of three months before being employed. One person stated that she was working elsewhere and in her answer evidently didn't consider that position as initial employment. Only one person replied that she was job hunting as reason for the interim.

From the listings of establishments employing the students of the X Secretarial School it is interesting to note that the majority of the people reporting were employed in Boston, while the next greatest number were employed in Cambridge. This is not surprising since the majority of people lived in Cambridge. Two people worked in California and 3 were employed by the government. Harvard University employed 4 people and Massachusetts Institute Technology, 3. Two people were employed by 2 Boston Insurance Companies. (See Appendix A for complete list of the establishments employing the students.)

From the listings of the dates of employment could be seen the length of time a person worked in a particular position. As a matter of fact most people listed the length of time rather than giving specific dates. In some instances this was not too accurate, however, because a person might state a certain number of months and mean that he had worked that length of time up to the present. However from the listings it could be seen that the shortest time anyone worked was one month and the longest time, four years and two months. The median (the point at which there are just as many items before as after) time was five months. The majority of people had been employed for a period of five months or more. In many cases the reasons for the short length of time of employment was because the people were working in temporary positions.

Three people stated that they left their positions because they held wartime jobs. Two people left their employment to accept better jobs. One person who held a temporary position left to take a permanent position. One left because of unfavorable surroundings, and another because of lack of opportunity for advancement. One left to be married, and another to go to college. Only 1 person stated that she was laid off, and that was because the company had shut down.

From the findings of the Bureau of the Census it is seen that the length of time a person worked in a particular position, in a series of jobs and people listed the length of time before leaving a position. In some instances this was not too accurate, however, because a person might have a number of positions and then find he had worked that length of time on all the positions.

However from the findings it would be seen that the shortest time anyone worked was one month and the longest time, four years and two months. The median time point at which there was a jump in many items before an effort time was five months. The majority of people had been employed for a period of five months or more. In many cases the reasons for the short length of time of employment was because the people were working in some way.

Three people at the time left their positions because they had reached their term. The people left their employment to accept better jobs. The person who held a temporary position left to take a permanent position. The last reason of unexplained departure, and another reason was lack of opportunity for advancement. One left to be married, and another to go to college. Only 1 person stated that she was laid off, and that was because she

company had shut down.

Present occupations have been listed in Table II. Others reported by those who were not working at present but had been employed at some time included: assistant production manager; receptionist; personnel assistant; assistant to professor; staff secretary; and special work. Special work was not explained because it was government work for the Signal Corps and secret in nature.

Many of the duties encountered in the various occupations were as follows: filing, typing, keeping books, taking dictation, making out reports, keeping payroll accounts, doing research, managing an export department, answering the phone, handling petty cash, translating, typing record cash certificates, and acting as a receptionist. Some of the people stated that their duties were so varied that it would be impossible to list them all.

The hours worked per week varied from twenty to fifty. The majority of people reporting stated that their week consisted of 40 hours. Fifty-four per cent reported this figure, which is the general number of hours people work in business.

As was expected, a number of people declined to state their pay grade. Twelve were in this category. From those replies that were received to this question, however, it can be seen that the majority of people received \$35 a week for their services. This figure is the prevailing

wage at this time for business help. Although one person received only \$21 a week it was for part-time. Another reported \$48 a week, but this figure included overtime.

TABLE VI

DISTRIBUTION OF SKILL ACTIVITIES OF PRESENT POSITION
BASED ON TOTAL OF 21 WORKING PEOPLE

Activity	Number of People Participating	Per cent of Total Number
Typewriting	19	90.5
Taking Dictation	16	76.2
Filing	15	71.4
Operating Office Machine	5	23.8
Bookkeeping	3	14.3

From a total of 21 people working at the present time, 19 typewrite during the course of their work. This takes care of 90.5 per cent of the people. The activity that rated next to typewriting was that of taking dictation, with a total of 16 out of 21 or 76.2 per cent performing this activity. All those who took dictation also spent some time in typing. The activity rating next highest was filing with a percentage of 71.4 employed in this activity. Twelve of the 15 people who filed also took

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TABLE I

Summary of the results of the survey
 of the activities of the various groups

Activity	Number of people participating	Percentage of total group
Physical	10	25.0
Intellectual	10	25.0
Artistic	10	25.0
Scientific	5	12.5
Other	5	12.5

There is a total of 40 people in the group. The
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dictation and typed. Two of those participating in filing did not take any dictation but did some typing. One person that filed neither typed nor took dictation. The 5 people who operated office machines all typed, four filed, and three took dictation. Three people who participated in bookkeeping all typed, 2 filed, 2 operated office machines, and 1 took dictation.

The foregoing material could be stated in the following manner:

- 16 typed and took dictation
- 12 typed, took dictation, and filed
- 5 typed and operated office machines
- 4 typed, filed, and operated office machines
- 3 typed, took dictation, filed, and operated office machines
- 3 typed and performed bookkeeping activities
- 1 typed, filed, and performed bookkeeping activities
- 1 typed, operated office machines, and performed bookkeeping activities
- 1 typed, took dictation, filed, operated office machines, and performed bookkeeping activities.

It is interesting to note that only one person performed all five activities, while the majority of people were called upon for two or three of the skills.

It would be impossible to total any figures in Table VI and arrive at a meaningful number since several of the people participating in one activity also may have participated in some of the other activities.

TABLE VII

AVERAGE RATE OF DICTATION IN WORDS PER MINUTE

Rate of Dictation	Number of People Performing At This Rate	Per cent of Total Number Performing
60	8	50.00
80	4	25.00
100	2	12.50
120	1	6.25
140	1	6.25
Total	16	100.00

From Table VII it can be seen that the rate of dictation given in the various offices ranged from 60 to 140 words a minute. Fifty per cent of the people took dictation at the rate of 60 words a minute, and 87.5 took it at the rate of 100 words a minute or less. Of interest was the fact that only 2 people or 12.5 per cent were called upon to take dictation at the higher rates of speed of 120 and 140 words a minute. These figures were the students estimates.

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
49	50	51
52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
70	71	72
73	74	75
76	77	78
79	80	81
82	83	84
85	86	87
88	89	90
91	92	93
94	95	96
97	98	99
100	101	102

03

TABLE VIII

AVERAGE LENGTH OF DICTATION INTERVAL IN MINUTES

Length of Interval	Number of People Performing	Per cent
1/4	1	6.25
2	2	12.50
5	2	12.50
10	1	6.25
15	2	12.50
20	1	6.25
30	3	18.75
60	2	12.50
No Reply	2	12.50
Total	16	100.00

ANALYSIS OF THE DATA

Length of Interval	Number of Lengths	For each
1	1	1.00
2	2	1.00
3	2	1.00
4	1	1.00
5	2	1.00
6	1	1.00
7	1	1.00
8	1	1.00
9	1	1.00
10	1	1.00
Total	15	15.00

Although the length of the dictation interval ranged from 15 seconds to 1 hour, 18.75 per cent of the people took dictation for 30 minutes at a time. This is approximately one-fifth of the total number. Not quite one-half or 43.75 per cent took dictation for a period of 10 to 30 minutes. Only one person took dictation for a period of less than one minute, and only two for a period of more than 30 minutes.

It is believed that the importance of the per cent of people performing a specific activity in a skill subject and the total percentage of time spent in that subject surpasses the importance of knowing exactly just what percentage of the total time is spent on a specific activity. This is based on the idea that whether a person spends five minutes or five hours on a certain type of work he has to have a thorough knowledge of that work in order to be successful in it. Therefore, the following tables will be treated from the viewpoint of total percentage of time spent in certain skills and the number of people that participate in certain activities within these skills.

Within the limits of the present study, it is found that the time spent in the various activities of the group is not directly proportional to the number of members. The data indicate that the time spent in the various activities of the group is not directly proportional to the number of members. The data indicate that the time spent in the various activities of the group is not directly proportional to the number of members.

It is believed that the importance of the various activities of the group is not directly proportional to the number of members. The data indicate that the time spent in the various activities of the group is not directly proportional to the number of members. The data indicate that the time spent in the various activities of the group is not directly proportional to the number of members.

TABLE IX

DISTRIBUTION OF TIME SPENT IN DICTATION

Number of People Reporting	Per cent of Time	Per cent of Total Number of People Reporting
3	50	18.75
1	30	6.25
3	5	18.75
3	1	18.75
6	No Reply	37.50
16 Total		100.00

Three of the people reporting stated that one half of their time was spent in taking dictation. This comprised 18.75 per cent of the total number taking dictation. Three others reported that only 1 per cent of their time was spent in taking dictation. Since six people did not state how much time was spent in this skill, it is difficult to judge the percentage of time that the majority were employed in this work.

TABLE 2

PERCENTAGE OF PEOPLE REPORTING AT LEAST ONE OF THE FOLLOWING

Number of people reporting	Percent of total	Number of people reporting
1	30	10.75
2	30	10.75
3	10	10.75
4	1	10.75
5	1	10.75
6	1	10.75
7	1	10.75
8	1	10.75
9	1	10.75
10	1	10.75

Figure of the people reporting at least one of the following was 10.75 percent of the total number reporting. This one-
 percent 10.75 per cent of the total number reporting. These others reported that only 1 percent of their time was spent in taking decisions. These are people who had
 some new work time was spent in this field, it is difficult to judge the frequency of the time they reported
 were employed in this work.

TABLE X

DISTRIBUTION OF SPECIFIC ACTIVITIES IN DICTATION

Type of Activity	Number of People Participating	Per cent of Total Number Participating
Over telephone	7	43.75
On knee	5	31.25
At desk	2	12.50
Standing up	1	6.25
Leaning on desk	1	6.25
Total	16	100.00

It is interesting to note that almost half of the people reported that they took dictation over the telephone, while only 12.5 per cent actually took dictation at a desk. Some of the people might have performed more than one of the foregoing activities, but on their questionnaires they reported the activity that they performed for the largest part of their work and made notations on others.

Also of interest is the fact that one person who took dictation stated that she always took it on her knee, while two others reported that half of the time spent in taking dictation was used in taking it over the telephone.

TABLE XI

DISTRIBUTION OF TIME SPENT IN TYPEWRITING

Number of People Reporting	Per cent of Time	Per cent of Total Number of People Reporting
1*	100	5.3
2	80	10.5
1	75	5.3
3	50	15.8
1	30	5.3
1	25	5.3
1	15	5.3
1	10	5.3
1	1	5.3
7	No Reply	36.8
19 Total		100.2-100

It is interesting to note that one person spent her entire working day in typewriting. This was due to the fact that she was an ediphone operator. About 40 per cent of the people reporting spent at least half of their time typing. Seven people of those reporting, however, spent only 1 per cent of their time in typing. It is difficult

* This person was classified as a machine operator.

to estimate exactly how much time the majority of people spent in this skill since seven failed to reply to this question.

TABLE XII

DISTRIBUTION OF SPECIFIC ACTIVITIES IN TYPEWRITING
BASED ON TOTAL OF 19 PERFORMING ACTIVITY

Type of Activity	Number of People Participating	Per cent of Total Number Participating
Dictator's notes	13	68.4
Rough draft	12	63.2
Composition at typewriter	9	47.4
Form letters	3	15.8
Direct to typewriter	3	15.8
Stencils	3	15.8
Ediphone notes	2	10.5
Payroll	1	5.3
Reports	1	5.3
Manuscripts	1	5.3
Cards	1	5.3

As might be expected, since 16 of the 19 people typing take dictation, typing from dictator's notes leads the type of activities performed in this skill with a percentage of 68.4. Trailing by only a few points is rough draft copy with a percentage of 63.2 or 12 out of 19 people taking part in this type of work. Of interest, too, is the fact that 9 out of 19 or a percentage of 47.4--nearly half--compose letters at the typewriter. Very little work is done with cards, manuscripts, reports, or payrolls.

Many of the employees perform more than one type of activity. For this reason any totaling of figures would be meaningless.

Upon examining the questionnaires it was found that two persons spent half of their time in typing from rough draft copy. One person reported that 80 per cent of her typing time was used in composing letters at the typewriter, and three others reported 50 per cent of their time for this purpose. The person who typed payrolls and reports spent 80 per cent of his time in this work. Of interest was the fact that one person spent 30 per cent of the working day in typing stencils.

in which a specimen, dated 15 of the 12 people typing
this material, typed from 11:00 a.m. to 1:00 p.m. The
type of specimen entered in this staff with a per-
centage of 83.1. Testing by only a few points is enough
to give a percentage of 83.2 or 83.3 or 83.4 or 83.5
depending on the type of work. Of interest, too, is
the fact that 2 out of 12 or a percentage of 16.6--namely
half--correct letters at the typewriter. Very little work
is done with cursive, semi-cursive, telegraphic, or shorthand.
Many of the specimens received have been one page or
activity. For this reason, the testing of specimens would
be unrepresentative.
Upon examining the specimens it was found that
the person spent half of their time in typing such rough
drafts. The person reported that 50 per cent of her
typing time was spent in preparing letters of the type-
writer, and that others reported 50 per cent of their
time for this purpose. The person who typed paragraph and
specimen again 50 per cent of his time in this work. Of
interest was the fact that one person spent 50 per cent
of his working day in typing specimens.

TABLE XIII

DISTRIBUTION OF TIME SPENT IN BOOKKEEPING

Number of People Reporting	Per cent of Time	Per cent of Total Number of People Reporting
1	25	33.3
1	20	33.3
1	10	33.3
3 Total		99.9-100

Only 3 people participated in bookkeeping activities, and each of the three spent a different percentage of time ranging from 10 to 25 per cent. The bookkeeping duties consisted of checking invoices, listing payments, sending drafts, taking care of the cash book and voucher entries, and keeping a record of expense and income.

TABLE VIII

REGISTRATION OF THE PEOPLE IN BOOKKEEPING

Number of People Reporting	Percentage of Total	Number of People Reporting
1	25.0	25.0
2	25.0	25.0
3	25.0	25.0
Total	100.0	100.0

Only 3 people participated in bookkeeping activities, and each of the three spent a different percentage of time working from 10 to 25 per cent. The bookkeeping duties consisted of checking invoices, listing payments, sending drafts, making note of the cash book and various entries, and keeping a record of expenses and income.

TABLE XIV

DISTRIBUTION OF TIME SPENT IN FILING

Number of People Reporting.	Per cent of Time	Per cent of Total Number of People Reporting
1	25	7.1
1	5	7.1
1	$2\frac{1}{2}$	7.1
2	2	14.3
2	1	14.3
1	$\frac{1}{2}$	7.1
6	No Reply	42.9
14 Total		99.9-100

Since almost half or 42.9 per cent of the people did not state the percentage of time spent in filing, it is difficult to estimate the percentage of time spent by the majority. From Table XIV, however, it can be seen that from those reporting the tendency was to spend from 1 to 5 per cent of the working day in this activity. Only 1 person reported spending any great deal of time, and only 1 spending less than 1 per cent.

The activities performed in filing consisted of the following: filing receipts, cards, mail, and catalogues; coding and filing; numbering; and marking letters for folders.

Table III

PERCENTAGE OF TIME SPENT IN VARIOUS ACTIVITIES

Activity	Percentage of Time	Percentage of Total
1. Feeding	25	10.4
2. Resting	15	6.1
3. Grooming	12	4.9
4. Social interaction	10	4.1
5. Exploration	10	4.1
6. Vocalization	10	4.1
7. Other	10	4.1
8. Total	100	100.0

Since almost half of the time spent on these activities is not spent on the percentage of time spent in feeding, it is difficult to estimate the percentage of time spent by the subjects. From Table III, however, it can be seen that from those activities the subjects are to spend more time on feeding and the remaining time is also relatively small. Only a few percent of the time spent on the other activities, and only a few percent of the time spent on the other activities.

The activities reported in Table III are listed in the following: Feeding, resting, grooming, social interaction, exploration, vocalization, and other. The activities are listed in the following: Feeding, resting, grooming, social interaction, exploration, vocalization, and other.

TABLE XV

DISTRIBUTION OF FILING SYSTEMS

BASED ON TOTAL OF 14 PERFORMING ACTIVITY

Type	Number of People Participating	Per cent of Total Number Participating
Alphabetic	12	85.7
Numeric	3	21.4
Subject	3	21.4
Geographic	1	7.1
Dewey Decimal	1	7.1
Automatic	0	0.0
Soundex	0	0.0

From Table XV can be seen that the most popular system of filing is the alphabetic, since 85.7 per cent of the people use this method. Also of interest is the fact that subject filing ranked third. No one reported using the automatic or soundex system. Since some of the people used more than one system of filing, totaling of figures would be of no avail.

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Type	Number of People Investigated	Percentage of Total Number Investigated
Alphabetic	10	50.0
Graphic	3	15.0
Subject	2	10.0
Topographic	1	5.0
Geologic	1	5.0
Historical	1	5.0
Other	1	5.0

The results of the investigation are as follows: The most common type of map is the Alphabetic map, which is used for the purpose of showing the location of a place. The Graphic map is used for showing the shape of a place. The Subject map is used for showing the subject of a place. The Topographic map is used for showing the topography of a place. The Geologic map is used for showing the geology of a place. The Historical map is used for showing the history of a place. The Other map is used for showing other information about a place.

TABLE XVI

DISTRIBUTION OF TIME SPENT IN OFFICE MACHINE WORK
AND MACHINES USED

No. of People Reporting	Per cent of Time	Machine Used	Per cent of Total No. of People and Time Used on Machine
1	80	Ediphone	20
1	10	Calculator	20
1	5	Friden	20
2	No Reply	Duplicators	40
5 Total			100

It can be seen from Table XVI that of the 5 people using office machines, 2 worked with duplicators, 2 with calculators, (since the Friden is a calculating machine) and 1 with a transcribing machine. Since 40 per cent of the people did not reply to this question it is difficult to estimate the percentage of time the majority of people spend in office machine work. In two out of the three instances where the members did reply, however, the time spent was relatively little. Only one person reported a great deal of time spent in this activity.

Some of the other types of activities that people were engaged in consisted of interviewing people for positions, maintaining student records, acting as receptionist

and hostess, working in the library, doing research, giving tests to patients in a hospital, and, last but not least, answering the telephone.

Only 3 people out of the 34 who returned their questionnaires were in establishments where others were performing work that they could perform if they had had instruction in this line. Those duties consisted of accounting and bookkeeping, tax statements, and technical work in a history library.

Such items as stenciling, mimeographing, operating office machines, and checking accounts were among those that the students believed would have helped them in their work if they could have received them in school.

Only three people reported taking any further business instruction since leaving the X Secretarial School, and in every case it was a refresher course in shorthand and typewriting to gain lost speed.

Perhaps the most interesting information on the questionnaires were the suggestions of the students who were employed in business. One person who was head of a personnel office and was constantly placing people in positions stated that shorthand and typewriting are absolutely essential for practically any position at the present time. If a person doesn't use it after he is employed, it is at least an "in." She also stated that

and others, but in the library, they are not
being used as reference material, and in the
last, according to the statistics.

It is possible that the material is not
being used as reference material, and in the
last, according to the statistics.

It is possible that the material is not
being used as reference material, and in the
last, according to the statistics.

It is possible that the material is not
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It is possible that the material is not
being used as reference material, and in the
last, according to the statistics.

it would be well for everyone to have a knowledge of the voicewriter, as she believed it to be the coming thing. She added that a knowledge of bookkeeping was important in the better paying positions.

Practically everyone was more than satisfied with his training at the X Secretarial School, but a few gave suggestions along the lines of shorthand and typewriting. One person thought that there should be more short-cuts in shorthand. Another suggested that concentration be put on transcribing for speed. She said that she did not have any difficulty in reading her notes but that she was slow when it came to typing them from her shorthand. Another person thought it might be a good idea to spend more time on figures in typewriting instead of so many timed tests. One person thought that an acquaintance-ship with all kinds of typewriters would be helpful, even though one type was preferred for actual work. A short course in office technique was suggested by one of the students. This would prove invaluable in employment.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

An attempt was made in this study to determine to what extent the training received at the X Secretarial School had aided the students in their employment since leaving the school; and to suggest a revised secretarial course of study based upon the findings of this survey, if it seems advisable, to meet the demands of the business man.

As a result of the reactions of the 34 students gained from the 43 questionnaires that were sent out and followed up by telephone and personal interviews, the following conclusions have been made:

(1) It is evident that the majority of the students are willing and eager to cooperate with their school in a follow-up study.

(2) There was almost complete agreement among these students that the X Secretarial School had prepared them adequately to meet business demands.

(3) The majority of students were employed in secretarial, executive, or specialized positions.

(4) Approximately one-seventh of the students had been married since leaving the X Secretarial School.

(5) Almost one-tenth of the students were attending

WARRANT AND RETURN

The warrant was made in due time to determine the extent of the training received at the X School, and the school was visited in order to determine the extent of the training received at the X School, and to see that a record was kept of the names of all who were trained at this school, and to see that the names of the students were kept.

and

As a result of the inspection of the X School, it was found that the X School was in good order and that the students were well trained. The following conclusions were reached:

(1) It is evident that the majority of the students are willing and capable to undertake their school in a following study.

(2) There was a high percentage of interest among the students that the X School was well equipped and that the students were well trained.

(3) The majority of students were employed in various capacities, executive, or specialized positions.

(4) A further inspection of the students and the school was made by the X School.

(5) Almost all of the students were attending

college.

(6) Approximately one-ninth of the students were not working because of maintaining homes.

(7) College Placement Bureaus placed the greatest number of students.

(8) The X Secretarial School placed less than 10 per cent of its students.

(9) One-third of the students had been employed immediately after finishing their work at the X Secretarial School, and almost three-fourths had been employed within one month or less.

(10) Intervals of more than one month between finishing work at the X Secretarial School and employment were due to sickness, vacation, or finishing college.

(11) The majority of the students were employed in Boston, while the next greatest number were employed in Cambridge.

(12) The majority of people had been employed for a period of five months or more.

(13) The majority of people worked a 40-hour week.

(14) The average salary was \$35 a week.

(15) Over 90 per cent of the students did some typing.

(16) Over 75 per cent of the students took dictation and typed.

- (1) The majority of the students were employed in the summer of 1941.
- (2) The majority of the students were employed in the summer of 1942.
- (3) The majority of the students were employed in the summer of 1943.
- (4) The majority of the students were employed in the summer of 1944.
- (5) The majority of the students were employed in the summer of 1945.
- (6) The majority of the students were employed in the summer of 1946.
- (7) The majority of the students were employed in the summer of 1947.
- (8) The majority of the students were employed in the summer of 1948.
- (9) The majority of the students were employed in the summer of 1949.
- (10) The majority of the students were employed in the summer of 1950.
- (11) The majority of the students were employed in the summer of 1951.
- (12) The majority of the students were employed in the summer of 1952.
- (13) The majority of the students were employed in the summer of 1953.
- (14) The majority of the students were employed in the summer of 1954.
- (15) The majority of the students were employed in the summer of 1955.
- (16) The majority of the students were employed in the summer of 1956.
- (17) The majority of the students were employed in the summer of 1957.
- (18) The majority of the students were employed in the summer of 1958.
- (19) The majority of the students were employed in the summer of 1959.
- (20) The majority of the students were employed in the summer of 1960.

(17) Only 1 person performed all five activities--typing, taking dictation, filing, operating office machines, and bookkeeping--while the majority of people were called upon for two or three of the skills.

(18) The rate of dictation given in the various offices ranged from 60 to 140 words a minute.

(19) Fifty per cent of the people took dictation at the rate of 60 words a minute, and 87.5 per cent took it at the rate of 100 words a minute or less. Only two people or 12.5 per cent were called upon to take dictation at 120 and 140 words a minute.

(20) The length of the dictation interval ranged from 15 seconds to 1 hour.

(21) Not quite one-half of the people took dictation for a period of 10 to 30 minutes.

(22) Almost 50 per cent of the people took dictation over the telephone, while little over 10 per cent took it at a desk.

(23) Over 60 per cent of the people typed from rough draft copy.

(24) Nearly half composed letters at the typewriter.

(25) Very little work was done with cards, manuscripts, reports, or payrolls.

(26) One person spent 30 per cent of the working day in typing stencils.

(14) Only 1 person performed all the activities--

typing, copying, dictation, listening, operating office machine, and communicating--with the majority of people were called upon for two or three of the skills.

(15) The rate of dictation given in the version of-

lines ranged from 60 to 140 words a minute.

(16) About 50 per cent of the people took dictation at

the rate of 60 words a minute, and 27.5 per cent took it

at the rate of 100 words a minute or faster. Only two per-

cent or less, 1.5 per cent, were called upon to take dictation

at 120 and 140 words a minute.

(17) The length of the dictation interval ranged from

15 seconds to 1 hour.

(18) 70 per cent of the people took dictation

for a period of 10 to 20 minutes.

(19) About 30 per cent of the people took dictation

over the telephone, while 15 per cent took

it at a desk.

(20) Over 80 per cent of the people typed from rough

draft copy.

(21) Nearly half the people fastened the typewriter.

(22) Very little work was done with cards, memorandum,

report, or typewriter.

(23) One person typed 30 per cent of the working day

in typing stenographic.

(27) Only 3 people or 14.3 per cent participated in bookkeeping activities.

(28) Almost 75 per cent of the people filed. The majority of these also typed and took dictation.

(29) The most popular system of filing was the alphabetic with a percentage of 85.7 using this method.

(30) Little over 20 per cent of the people operated office machines, with calculators and duplicators predominating.

(31) Only 3 out of the 34 who returned their questionnaires were in establishments where others were performing work that they could perform if they had had instruction in this line. This work was specialized.

(32) Such items as stenciling, mimeographing, operating office machines, and checking accounts were among those that the students believed would have helped them in their work if they could have received these skills in school.

(33) Only three people reported taking any further business instruction since leaving the X Secretarial School, and in every case it was a refresher course in shorthand and typewriting to gain lost speed.

(34) Practically everyone was more than satisfied with his training at the X Secretarial School, but a few gave some very helpful suggestions.

(27) Only 3 people of 14.3 per cent participated in

psychological activities.

(28) Almost 15 per cent of the people liked the

majority of those also liked the other things.

(29) The most popular system of filing was the alphabetical

with a percentage of 35.7 per cent.

(30) Little over 10 per cent of the people requested

office machines, with 10.3 per cent and 10.3 per cent

respectively.

(31) Only 3 out of the 31 who returned their

questionnaires were in establishments where others were

performing work that they would perform if they had had

instruction in this line. This work was considered

(32) Good ideas on operating, maintaining, operating

the office machines, and checking accounts were among those

that the students believed would have helped them in their

work if they could have received those skills in school.

(33) Only three people reported having any further

business instruction since leaving the Commercial School,

and in every case it was a reference course in shorthand

and typewriting to gain lost speed.

(34) Practically everyone who more than satisfied

with his training at the Commercial School, had a few

very good suggestions.

RECOMMENDATIONS

(1) The majority of students were employed in secretarial, executive, or specialized positions; therefore, it might be well to offer a short course in office technique. This would prove invaluable in employment. A course of this nature could include such items as office etiquette, business dress and grooming, personnel technique, and the proper use of the telephone in business offices. This type of course would be of use to everyone.

(2) Since the X Secretarial School placed less than 10 per cent of its students, it would be well to set up a placement service to take care of those students who received positions through private agencies, newspaper advertisements, random application, on their own, or through friends. This would also serve as excellent public relations for the school and provide closer cooperation with the business man.

(3) The majority of people took dictation at the rate of 100 words a minute or less, and almost half of the people took dictation for a period of from 10 to 30 minutes; therefore, it would be well to prepare students to be able to take dictation at the rate of 110 words a minute for a long duration of time. If they could take it at this rate of speed for twenty minutes or more, they would more than likely be able to take it at a faster speed

THE PROPOSAL

(1) The majority of students were employed in
commercial, executive, or professional positions; there-
fore, it might be well to offer a short course in office
technique. This would prove invaluable in employment.
A course of this nature would include such items as office
etiquette, business dress and grooming, personnel tech-
nique, and the proper use of the telephone in business
offices. This type of course would be of use to everyone.
(2) Since the X International School placed less than
10 per cent of its students, it would be well to set up
a placement service to take care of those students who
received positions through private agencies, newspapers,
advertisements, family relations, on their own, or
through friends. This would also serve as excellent
public relations for the school and provide closer co-
operation with the business man.
(3) The majority of people took dictation at the
rate of 100 words a minute or less, and almost half of
the people took dictation for a period of from 10 to 30
minutes; therefore, it would be well to prepare students
to be able to take dictation at the rate of 150 words a
minute for a duration of time. If they could take
it at this rate of speed for twenty minutes or more, they
would have them likely to take it at a faster speed.

for a shorter period of time. They should be prepared to take their shorthand notes at a speed of 140 for a few minutes. One student said that she had no difficulty in reading her shorthand notes but that she was slow when it came to typing them. For this reason it would be well to spend a great deal of time in transcription work under pressure. After all, in offices people usually are expected to work under anything but ideal conditions.

(4) Since more than half of the people typed from rough draft copy and almost half had to compose letters at the typewriter, it would be well to spend a major part of the typewriting time in this work. Since one person spent 30 per cent of the working day in typing stencils and as this was one of the items mentioned that would have helped the students if they could have received this work in school, it would be well to spend some time on this activity. Another person thought it might be a good idea to spend more time on figures in typewriting instead of so many timed tests. An acquaintanceship course with all kinds of typewriters would be helpful, even though one type was preferred for actual work.

(5) Only a small minority participated in bookkeeping activities. For this reason it would be pointless to offer such a course. It would be advantageous, however, to offer a course in rapid calculation. Such a course would help

prepare the students for any bookkeeping work they might have to do and refresh all in mathematics.

(6) Since almost 75 per cent of the people performed some filing activity, a course in filing--at least alphabetic--should be given. If a person has a complete knowledge of alphabetic filing, he will be able to pick up the other systems without much trouble.

(7) One-fifth of the people operated office machines. Since calculators and duplicators predominated, it would be wise to offer instruction on at least one calculator and one duplicator.

(8) A follow-up of the students should be conducted every three years or so to ascertain whether or not the school is still meeting the needs of its students as well as it has in the past.

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Boston, Mass. APPENDIX A

Chilmark, Mass.
Boston, Massachusetts

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Boston, Massachusetts

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Boston, Massachusetts

General Hospital
Boston, Massachusetts

Mr. Art Thomas-Harvard
Cambridge, Massachusetts

Greenwich
Washington, D. C.

Howard Lee Smith
Cambridge, Massachusetts

Harvard Public Hospital
Cambridge, Massachusetts

A VICTORIA

THE ESTABLISHMENTS EMPLOYING THE STUDENTS OF THE

X SECRETARIAL SCHOOL

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Boston, Massachusetts

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Los Angeles, California

Cambridge City Planning Board
Cambridge, Massachusetts

Cambridge Rubber
Cambridge, Massachusetts

Carney Hospital
Boston, Massachusetts

Chirurg & Company
Boston, Massachusetts

D. C. Heath & Company
Boston, Massachusetts

Emmanuel Church
Boston, Massachusetts

Emmanuel College
Boston, Massachusetts

Fog Art Museum--Harvard
Cambridge, Massachusetts

Government
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Harvard University
Cambridge, Massachusetts

Home Service Red Cross
Boston, Massachusetts

John Hancock Mutual Life Insurance
Boston, Massachusetts

Liberty Mutual Insurance Company
Boston, Massachusetts

Little Brown & Company
Boston, Massachusetts

Manter Hall
Cambridge, Massachusetts

Massachusetts Business Bureau
Boston, Massachusetts

Massachusetts Institute Technology
Cambridge, Massachusetts

Nutrition Laboratory
Boston, Massachusetts

Radcliffe College
Cambridge, Massachusetts

Raytheon Company
Waltham, Massachusetts

Signal Corps
United States

Stone & Webster
Boston, Massachusetts

Swift & Company
Boston, Massachusetts

Thomas Scalp Specialists
Boston, Massachusetts

United-Rexall Drug Company
Los Angeles, California

Harvard University
Cambridge, Massachusetts

Massachusetts Red Cross
Boston, Massachusetts

John Hancock Mutual Life Insurance
Boston, Massachusetts

Liberty Mutual Insurance Company
Boston, Massachusetts

Little Brown & Company
Boston, Massachusetts

Mariner Bell
Cambridge, Massachusetts

Massachusetts Business Bureau
Boston, Massachusetts

Massachusetts Institute of Technology
Cambridge, Massachusetts

Metropolitan Laboratory
Boston, Massachusetts

Regis College
Cambridge, Massachusetts

Robinson Company
Waltham, Massachusetts

Signal Corps
United States

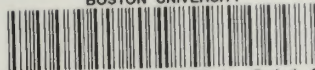
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